



Implementing Critical Content Based Instruction (CCBI) in Chinese Language Classroom

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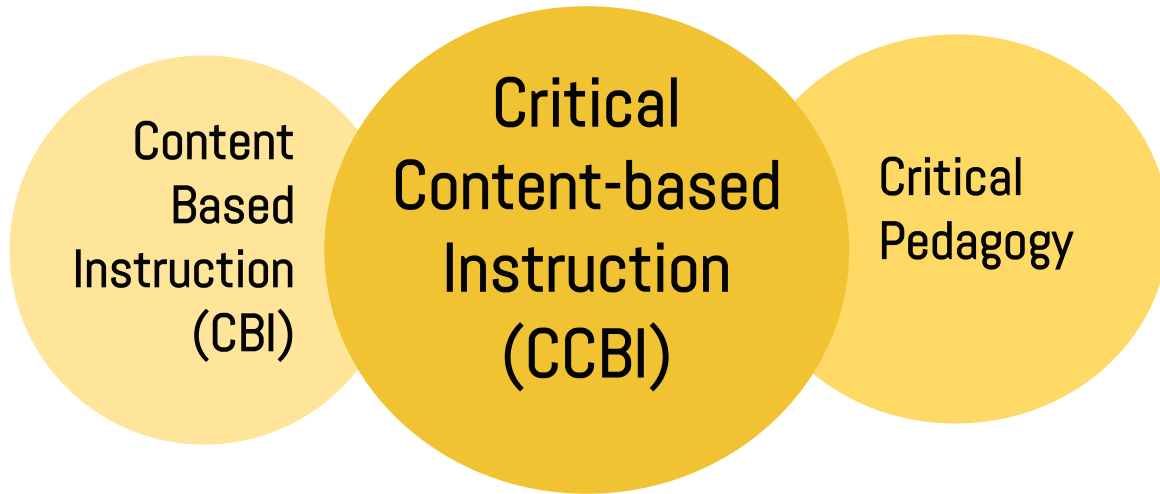
What did I learn?
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Critical Content Based Instruction (CCBI)

What is it and why?



01



The development of a critical perspective “involves a reflective critique of the imbalance of power in society, and the instigation of changes needed to emancipate and empower people.” (Sato, et al., p. 51)



We are still reducing culture to something light, curious, and often pleasantly amusing that barely challenges our identities and beliefs.”

—Ennsner-Kananen
(2016)

4-F Approach to Teach culture:

Food

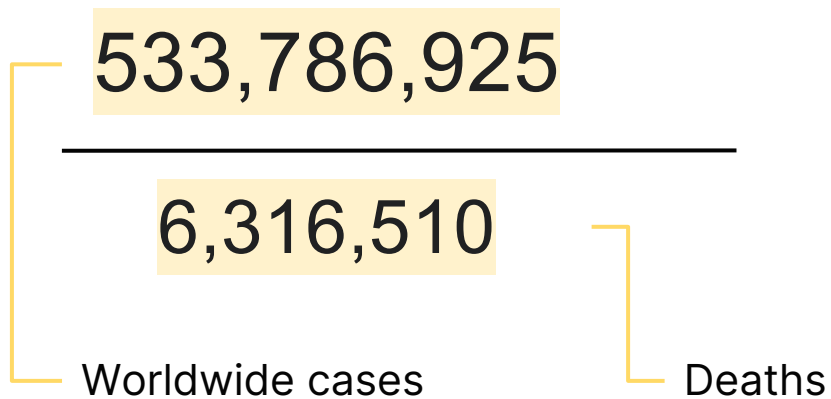
Fashion

Folklore

Festivals

THE PANDEMIC

Let's refresh our memory with some general data about the virus

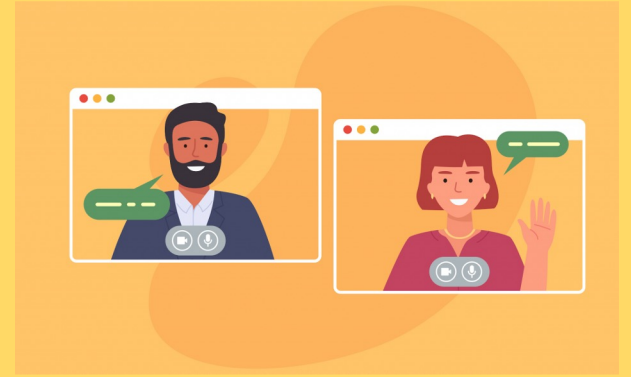


<https://www.worldometers.info/coronavirus/>,
accessed 6/2/2022



Implementing CCBI

CHN402



02

CHN402

Advanced Chinese



Welcome to CHN402W, Advanced Readings in Modern Chinese

CHN402 is the second Chinese language course at the 400 level for non-heritage learners of Chinese. In CHN402, we will read, write about, and discuss social and cultural issues in Chinese society and the world. We will practice all four communicative skills (listening, speaking, reading, and writing) in Chinese through synchronous sessions and asynchronous learning activities.

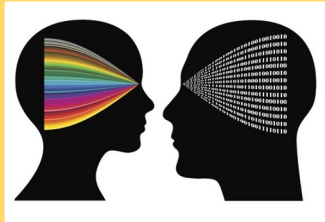


Goals

- 1) read and comprehend texts of various voices and viewpoints, use resources to increase vocabulary and gain deeper understanding of the texts by “reading between the lines”,
- 2) analyze and evaluate informational/expository texts and literary/narrative texts in speaking and writing to develop understanding and insights about important social issues that impact the world today,
- 3) reconstruct and express multiple points of view using connected paragraphs, both in speaking and in writing, and integrate a historic, geographic, civic, or cultural perspective,
- 4) think critically about topics of community, national, or international interests, and about your own cultures, be able to empathize with experiences and perspectives of others,
- 5) develop skills of an autonomous learner, such as taking control of your own learning, setting your own goals, staying motivated and organized, as well as having the ability to access and evaluate information.

Approach for CCBI:

1. **Use authentic texts:** “real struggles by real people in real relations in real communities” (Apple, M. (2013))
2. **Utilizing critical pedagogy in the CCBI classroom**
 - **Create dialogic engagement with authentic texts:** topic-based units, discussions, media reports, essays, projects
 - **Activate critical thinking:** explore varied perspectives, disrupt stereotypes, examine power structures



1. Use authentic texts

Wuhan Lockdown and Fang Fang Diary

2月12日方方武汉日记
方方日记：肺炎疫情下中国人的
国家利益与个人自由

Social Justice 1: Women

中国#MeToo 再引关注 名嘴朱
军被控性骚扰案两年后开庭
十字街头

U.S. China Decoupling

视频 "中美脱钩" 和文章 《中美关
系紧张恶化 美一把浇熄汉学热》
一个留美学生的告白

Social Justice 2: Imbalance of Power

一条走向成功 一条通往死亡：枪
案折射亚裔迥异人生路
慕容雪村《事故》

第四单元：社会正义二：小人物的命运



Overview

第二单元的主题是社会正义二：小人物的命运。第一篇文章通过亚特兰大枪杀案中的人物来反映美国亚裔不同的人生的路，促使我们反思使美国亚裔收入和社会地位两极分化的原因。第二篇是慕容雪村的小说《事故》，讲述了一场交通事故中不同人物的经历，并从中折射出中国社会和人性中的问题。本单元的最后一次课是一半的同学要选择跟本单元主题相关的一篇文章或视频，使用“学生教学生”的模式给全班同学介绍并讨论。

Schedule:

第四单元：社会正义二：小人物的命运

Dates	Asynchronous Learning Materials	Synchronous Sessions
Thur. 4/8 – Mon. 4/12	<ol style="list-style-type: none"> Complete the "Our Stories" video for Unit 4 on Flipgrid. Go over the study guide ↓ for 一条走向成功 一条通往死亡：枪案折射亚裔迥异人生路. Think about the questions when reading. Read 一条走向成功 一条通往死亡：枪案折射亚裔迥异人生路 ↓ Study 生词表, the vocabulary list ↓ and get ready for the quiz. Listen to the audio recording. (On this page) Watch the instructional video. (On this page) Complete the preview assignment on VoiceThread. 	

Tues. 4/13		<ol style="list-style-type: none"> Quiz on the vocabulary in 一条走向成功 一条通往死亡：枪案折射亚裔迥异人生路 Discussion and Q&A
Thur. 4/15 – Mon. 4/19	<ol style="list-style-type: none"> Go over the study guide ↓ for 《事故》. Think about the questions when reading. Read 《事故》 ↓ Study 生词表, the vocabulary list ↓ and get ready for the quiz. Listen to the audio recording. (On this page) Watch the instructional video. (On this page) Complete the preview assignment on VoiceThread. 	
Tues. 4/20		<ol style="list-style-type: none"> Quiz on the vocabulary in 《事故》 Q&A and discussion
Thur. 4/22 – Mon. 4/26	<ol style="list-style-type: none"> Prepare for media reports (2nd half of the class). Write essay for Unit 4. 	
Tues. 4/27		Media Reports and Discussions Test on Units 3 and 4 distributed in class.
Wed. 5/5 8:00-9:30am		Final project reports Use the Zoom link for my office hours.

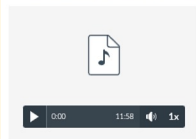
方方日记：肺炎疫情下中国人的国家利益与个人自由

1. Article "[方方日记：肺炎疫情下中国人的国家利益与个人自由](#)" ↓

2. [Study guide for "方方日记：肺炎疫情下中国人的国家利益与个人自由"](#) ↓

3. [Vocabulary list for "方方日记：肺炎疫情下中国人的国家利益与个人自由"](#) ↓

4. Audio recording of "方方日记：肺炎疫情下中国人的国家利益与个人自由"



5. [Preview assignment on VoiceThread for "方方日记：肺炎疫情下中国人的国家利益与个人自由"](#)

6. Instructional video for "方方日记：肺炎疫情下中国人的国家利益与个人自由"

(There is an exercise for extra credits. Complete it by adding comments.)



Details Comments Insights Captions

关于方方日记的新闻 VT (Slide 3 of 3)

关于你的看法的问题

1. 你觉得方方的日记在国外出版是不是损害了中国的形象？
2. 你读了这篇文章以后有什么感受和想法？请具体说明。

WUHAN DIARY
DISPATCHES FROM A QUARANTINED CITY
FANG FANG
TRANSLATED BY MICHAEL BERRY

1x 0:00 / 0:38

2. Utilizing Critical Pedagogy in the CCBI Classroom

- Create dialogic engagement with authentic texts
- Activate critical thinking
- Explore different perspectives, challenge stereotypes, examine power structures

2. Utilizing Critical Pedagogy in the CCBI Classroom

- Asynchronous self-learning
 - Post questions (text comprehension and implications) in “Study guide”
 - Ask questions in “Preview assignments”
- Synchronous Classes
 - Thought-Questions-Epiphanies (TQE) on Google Slides
 - Discussion with native speakers
- Co-creation of Knowledge
 - Media reports
 - Final project

Reflections

Did it work?



03

What did I learn?

- Educate myself (current events, history, race, women, pedagogies)
- Respect student voice/interests and encourage co-construction of knowledge
- Set guidelines for difficult discussions
- Foster an environment of respect and trust
- Get frequent feedbacks

What did the students say?

- The articles we read were relevant and interesting, and I felt more and more comfortable expressing my opinions in Chinese and felt like I was growing as a speaker. I also thought the media reports were helpful because they helped me pick a topic I actually wanted to speak about, and thus could research topics that interested me in my own life. I also really enjoyed having the Thursday conversations.
- I feel like now I am more of a worldly speaker, instead of just a textbook studier.
- I think discussing current events and learning the vocabulary associated with it is so important. I have always felt that I could have conversations, but that I was lacking the vocabulary to discuss everyday events. I also really admire that you make selections based off of what is important to this world; I find it to enhance my perspective of my surroundings—and it is wonderful to be accomplishing this through a foreign language.
- I would describe my overall improvement to be matching that of English. I remember reading author's words and ideas and thinking how profound and sophisticated it sounded; I would incorporate it into my own thoughts and build off of it, making it easier to express exactly what I wanted to say and how I wanted to say it. Experiencing this feeling in learning Chinese makes me want to think that I am getting much closer to a high level of proficiency.

What were the challenges?



- Balance language and content
 - Instructional videos
 - Assignments
 - Q&A
- Assessment
 - Language and content
 - Critical thinking
- Other factors
 - Sensitive topics
 - Limits in curriculum
 - Time

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THANKS!

Do you have any questions?

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